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ABSTRACT

The model plan outlined in this practical guide for the establishment and development of library collections and services to meet the needs of ethnic populations--particularly Asian American, Black, Chicano/Spanish speaking, and Native American--is intended for use by library administrators and ethnic services librarians. Guidelines provided cover planning and evaluation, staff selection, ethnic community information needs assessment, establishing and providing access to ethnic collections and services, and developing programs and services for ethnic populations. Included are numerous appendices and a bibliography. (CWM)

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A GUIDE FOR DEVELOPING ETHNIC LIBRARY SERVICES

Compiled by

Laura A. Bareno
San Diego County Library

Cheryl Metoyer-Duran
University of California, Los Angeles

Hilda J. Prieto
Los Angeles County Public Library

Roberto G. Trujillo
University of California, Santa Barbara

Prepared by

Task Force Staff
Beth Knapp
Patricia D. Richardson

Roberto G. Trujillo
University of California, Santa Barbara

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CALIFORNIA ETHNIC SERVICES TASK FORCE
1979

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PREFACE

The following document was prepared by a subcommittee of the California Ethnic Services Task Force with the cooperative efforts of numerous resource persons throughout the State.

The California Ethnic Services Task Force, an LSCA funded project, was established to address problems associated with ethnic and non-English language collection development and services.

The fifteen member Task Force was appointed by the California State Librarian, Ethel S. Crockett, to implement the project goal--"the development of tools and methodologies to assist California librarians establish collections and services to meet the needs of California's ethnic populations."

Subcommittees within the Task Force addressed specific problems related to the stated goal:

1. *"To develop a model plan for the establishment and development of library collections and services to meet the needs of California's ethnic populations."*
2. *"To identify and evaluate sources (vendors, publishers, tools) for purchase of materials."*
3. *"To develop a selected core collection list/bibliography in a specific area. Publish at least one during the first year."*
4. *"To disseminate information about current services, collections, and on-going programs in California libraries designed to meet the needs of the ethnic populations."*
5. *"To make recommendations for further development of library collections and services to meet the needs of California's ethnic populations."*
6. *"To develop access tools."*

The Task Force structure was designed to solicit support and to develop cooperative working relationships from the co-sponsoring library systems and expertise in the field. Task Force membership included representatives of the four major ethnic groups in California: American Indian, Asian American, Black, and Chicano/Spanish-speaking. Task Force activity emphasized service to these four major groups.

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INTRODUCTION

The California Ethnic Services Task Force was formed as a result of cooperative efforts of the California State Library and several library systems within the state. Upon receiving applications for Library Services and Construction Act (LSCA) grants which focused on improved access to ethnic materials, it was decided that common needs and approaches identified could best be met through a joint venture. This given, the East Bay Cooperative Library System, the Los Angeles County Public Library, the Los Angeles Public Library, the Oakland Public Library, and the South Bay Cooperative Library System developed a proposal to address the problems associated with ethnic and non-English language collection development and services. The newly established Task Force, composed of fifteen librarians throughout the state from varying ethnic backgrounds, has as its project goal to develop tools and methodologies to assist California librarians in establishing collections and services to meet the needs of California's ethnic populations.

Accordingly, the first objective of the Task Force was to "develop a model plan for the establishment and development of library collections and services to meet the needs of California's ethnic populations." This handbook has been written to fulfill that objective. The Task Force subcommittee, which did the bulk of the writing, received input from the Task Force membership and from many resource people around the state. The policies and procedures outlined in the handbook represent many years of accumulated experience and expertise.

The handbook is intended to be a practical guide for the library administrator and newly employed ethnic services librarian who wish to initiate library services to the ethnic population in their urban community. It does not try to justify the need for ethnic library services; such need has been well documented in past literature. It should be sufficient to refer to recent statistics which show that California's minority population in 1977 stood at 34.7 percent; and it is estimated that if the present trend continues, the state's minority population in 1985 will be 49 percent, and in 1990, 60.7 percent of the total. (Office of the Lieutenant Governor, Council on Intergroup Relations Intern Research Project: Third World Population in California, 1977.) It seems reasonable to say to the library administrator in virtually every California community, "If few ethnic patrons are using library facilities, it is not because they do not reside in your community." (The term, "ethnic", as it applies to this handbook, refers to the major ethnic groups residing in California: Chicano/Spanish speaking; Black; American Indian; and Pan-Asian--Chinese, Japanese, Pilipino, Vietnamese and Korean descent.)

In view of the magnitude of these projected statistics for California's ethnic population in the coming years, it is appropriate to consider the future of ethnic library services. Hopefully, before too many years have passed, major sections of this handbook will be obsolete.

The ultimate goal of every public library should be complete

integration of services, to the point where a separate ethnic component is not necessary. Ideally, ethnic and ethnic-oriented staff should exist at all levels in the library, from top administration to pages. Inclusion of ethnic needs in the planning of programs and services should be constant and automatic. Bilingual/bicultural librarians should be purchasing and cataloging needed ethnic material in whatever language it is written, as a matter of course. All library staff should be interacting with the community, not just designated outreach librarians.

Unfortunately, the situation is far from ideal at present. The dearth of ethnic librarians at decision-making levels results in haphazard service to most ethnic communities. It is hoped that the recommendations in this handbook will help to fill this void, and that ultimately, library services will be equally accessible to all persons.

CHAPTER 1

PLANNING AND EVALUATION

PLANNING AND EVALUATION

I. The Issue: A Commitment to the Ethnic Community

More and more, public library administrators are coming to the realization that serving their ethnic populations is a responsibility that cannot be accomplished through a policy of benign neglect.

The fact that ethnic people pay their share of the library's support and are entitled to share proportionately in its services is evident. But actually providing effective services is not such a simple matter.

The ethnic population may have different needs; they may speak a language other than English; they may view the library as an institution which has no meaning for their lives. All these are considerations which must be taken into account if the library is to provide valid service. The library must adapt and to accomplish this, library administrators must commit themselves and their libraries to the effort required to effect needed change.

Certainly, a willingness to provide innovative programs and services is a requirement for effective planning. But there are other elements which are as important, and these include integration of planning and services, responsiveness, and equitable treatment.

II. Integration of Planning and Services

Services to the ethnic population should be an integral part of all short and long-range library planning.

A. Library master plan

The library's statement of overall goals and objectives should include plans for ethnic services.

B. Goals for developing ethnic services

Goals should be worked out by the ethnic services staff and the library administrator.

1. Specific plans for development of services should be projected for at least a five year period.

2. Plans should include timetables for implementation of specific services.

3. Plans and goals for ethnic services should be coordinated with those of other library departments.

4. Plans should be reviewed and updated on an annual basis.

C. Funding sources

The ethnic population is a basic part of the library's constituency, and funds for ethnic services should be allocated from the library's regular budget, rather than from outside sources. This may mean a more gradual development of services, but it will provide the basis for true integration of services and, given the necessary commitment and planning, will result in better services in the long run.

1. Allocation of local funds for ethnic services should be based on population figures and need, not on present usage.

2. Allocations should have stability and continuity, and should provide for growth.

3. Funds from outside sources (e.g., LSCA) should be aggressively identified and utilized for research and experimenting with innovative techniques. Libraries should expect to incorporate the results of such projects into future planning for expenditures.

III. Responsiveness and Accountability

Ethnic services should be user-oriented, a response to the particular needs of that population. The library must research the ethnic community and continually solicit its input, incorporating such input into planning, policy formulation, acquisitions, programs and budget.

A. Needs assessment

Discussed at length in Chapter 3, a needs assessment should be undertaken on a regular basis, so that modification of plans and services may be done in a timely manner.

B. Communication between the library and the ethnic community

Communication can be accomplished in various ways:

1. Library staff outreach to ethnic agencies, clubs, individuals, classes, etc., should be done on a continual basis.

2. A community advisory committee provides an invaluable link between the library and community. Committee members should have diverse backgrounds and interests and should be people who are actively involved in community affairs in different ways. The committee should be involved in

a) contributing to library policy-making and planning, recommendations for selection of materials, needs assessments, program planning, etc.;

b) publicizing library services and programs in the ethnic community;

c) providing support or assistance to the library in various ways, such as in grant applications or budget hearings.

3. User response forms should be devised for user evaluation and requests in connection with programs and materials (for sample form see Appendix 1) in addition to informal communication with ethnic library patrons.

C. Accountability

The library's requests for input or advice from the community necessitates its being accountable for its reactions. Any library embarking on a program of ethnic services may find that it is the focus of attention, both positive and negative, from the ethnic community--attention it never before received when it had no ethnic program. The library administrator should not only appreciate praise, but also accept with an open mind any criticism and see it for what it is--an expression of interest and concern for the welfare of the ethnic community. Instant acceptance will not be forthcoming; it will take time for the community to develop confidence in the library. The library administrator must make the commitment to be truly responsive, not just give lip-service. If there are requests that simply cannot be satisfied, be prepared to negotiate in a give-and-take process. An administrator who fosters a spirit of honesty and cooperation between the library and the ethnic population will find that the library reaps many dividends.

IV. Equivalent Results

Ethnic collections and services should be treated in an equivalent manner with other collections and services. If more effort is required to achieve the same result, the library should be willing to make that effort. For example, cataloging Asian language material necessitates the willingness to hire a bilingual cataloger, so that materials are treated in an equivalent manner. In another example, setting up ethnic materials in the library alone is not sufficient to insure their use. The library must send staff into the community to inform and interest the ethnic community in using the materials. All ethnic services planning should be evaluated with this concept of equivalent results in mind.

V. Evaluation of Ethnic Services

An evaluation of ethnic services should take into account cultural, social, economic and language difference.

A. Reaching the community

1. Circulation as a measure of usage and subsequent

resource allocation should be used, but not as the sole measure. Some reasons are:

a) ethnic patrons may be more oriented towards other library services;

b) the ethnic collection may not be of sufficient size and diversity to satisfy patrons' interests and needs, causing low circulation. It may also be designated a research, reference and "non-circulating" collection.

2. Alternative measurements which may be utilized are:

a) in-house usage;

b) number of reference questions, including referrals;

c) program attendance;

d) community participation in library-sponsored outreach activities.

B. In-house impact

In order to encourage discussion and feedback from library staff, an annual progress meeting should be scheduled. At this meeting, ethnic services staff should provide a report and statistics from the previous year. Discussion should center around short and long-term goals, accomplishments, needs and problems.

CHAPTER 2

STAFF SELECTION FOR ETHNIC SERVICES

STAFF SELECTION FOR ETHNIC SERVICES

I. The Issue: A Matter of Communication

A vital step in the initiation of library services to any ethnic population is the acquisition of staff with the capacity to bridge the communication gap between the library and the group to be served. Because communication is so crucial, the proper staff means the difference between a successful program and a mediocre one.

The guiding principle in selecting staff for ethnic services is that they should be from the same ethnic group that the library is trying to reach. Ethnic staff will inspire confidence and trust on the part of the ethnic community, and they have the knowledge of community needs and interests necessary to provide effective library services. However, the need for ethnic staff is not limited to just service and program planning for the ethnic community. For example, where language differences are involved, bilingual support staff is needed in sufficient numbers to insure uninterrupted communication during the hours the library is open to the public. Bilingual catalogers and technicians are needed in Technical Processes. The need for ethnic staff at administrative levels, where policy decisions are made, is acute. The library should provide a variety of experiences for ethnic librarians; as does anyone, they have differing interests. The recruiting, hiring, and promoting of ethnic personnel at all levels is a commitment that must be made by every library.

By the same token, the need for ethnic librarians does not preclude non-ethnic librarians from ever working in the ethnic community. Non-ethnic librarians working in ethnic services should be bilingual in a bilingual community, and they should be as bicultural as possible. It is important for the non-ethnic librarian to feel at ease with people from the ethnic group and comfortable when working in the community. A sensitivity, even an internalization, of the needs and concerns of the ethnic group is necessary.

The ethnic services staff in a public library faces two difficult tasks: (1) working with the ethnic community to gain its confidence and to attract it to the library; and (2) working with other library staff and administration to gain cooperation and adaptation to the needs of the ethnic community. Many programs have floundered or failed because one or the other of these tasks was not properly accomplished.

II. Ethnic Services Staff Positions

A. Ethnic services coordinator

Administrative responsibility for ethnic services should be vested in a professional ethnic librarian, no matter what the size of the community or library. Only a professional librarian has the training and experience to fully integrate ethnic services into library operations, to coordinate smoothly with professional librarians in other service areas, and to contribute to policy-making decisions.

1. Duties

The coordinator has the chief responsibility for determining community needs and interpreting and making recommendations to meet those needs to library administration and staff; for selection and training of other ethnic services staff and training of general library staff; for developing materials, programs and services; for contacting and working with community groups and agencies; and for planning long-range goals and objectives. Other duties may include reference, cataloging and classifying ethnic materials, orienting the public in use of the library, and speaking before community groups or classes about library services. In a small library, the coordinator may have most or all of the responsibility for working with the ethnic community, while in a larger system, community contacts may be necessarily limited because of the press of administrative and supervisory duties. Most ethnic coordinators will be working with one ethnic group. If there is more than one ethnic group to be served, the coordinator will also be responsible for establishing ties with that group.

2. Qualifications

It is essential that the coordinator be an experienced professional librarian and a member of the ethnic group to be served, and bilingual where appropriate. Other necessary qualifications include training or experience in outreach techniques, organizational ability, familiarity with ethnic culture and literature, experience in working with community groups, knowledge of the function and purpose of social service agencies, and the ability to communicate effectively with people from many backgrounds and economic levels. Tact, self-confidence, and the ability to work under pressure are essential.

B. Support staff

The number of additional positions should be based on the size of the ethnic community and the size of the library, and may include librarians, technicians, clerks and library aides as needed.

1. Librarians

Additional librarians assigned to ethnic services may be needed in large libraries or library systems, or where there is more than one target ethnic group.

a) duties: to assist the coordinator in the development of outreach services; provide basic community services; selection, purchasing and cataloging of foreign language material; maintaining community contacts; reference; and other professional tasks.

b) qualifications: M.L.S. and be from appropriate ethnic group; experience not necessary.

2. Clerks and/or library technicians

Needed in all but the smallest libraries, especially when dealing with languages other than English. Depending on the degree of difficulty of the language or duties, technicians may be more appropriate than clerks.

a) duties: processing book orders, periodical orders, etc., typing bibliographies and general correspondence, other office or bibliographic work.

b) qualifications: high school degree; typing, filing and other office skills; fluently bilingual; technicians should have A.A. degree, with appropriate course work, or equivalent experience.

3. Library aides

If it is not possible to hire additional ethnic librarians, the library must employ other ethnic personnel to provide continuous service to ethnic patrons within the library, especially when language differences are involved.

a) duties: assisting ethnic patrons in use of the library, in finding materials, and in simple reference.

b) qualifications: high school degree plus some college, knowledge of library procedures and materials, ability to communicate well with the public, bicultural, and also bilingual where appropriate.

C. Outreach staff

Outreach is not optional, it is absolutely necessary in providing effective ethnic services. In a small library, the outreach function may be filled by the ethnic services coordinator. Larger libraries may require several outreach positions, based in various branches or bookmobiles. Outreach workers should be librarians; often they are paraprofessionals, drawn from the library's ethnic community and trained in the knowledge of library services and materials. The outreach position is unique and carries with it a great deal of responsibility. The outreach worker is the library's representative in the community and functions independently much of the time. Because of the many duties in the community, the outreach worker must have a flexible schedule, which means a minimum of regularly assigned tasks within the library. This flexibility can sometimes cause resentment among staff who are required to remain in the library, but is essential to the position.

1. Duties

Generally to act as a liaison between the library and the ethnic community.

a) within the library, may include assisting ethnic patrons, advising the staff on the needs of the community, suggesting topics for possible library programs and assisting in planning and conducting programs, developing a community information file for making referrals to other agencies.

b) within the community, publicizing library materials and services at community agencies, schools, and with individuals; surveying households to publicize the library and determine information and reading needs; visiting grass-roots organizations and government agencies to obtain information on the scope of services; making referrals for information or services not available at the library; representing the library at community meetings, advisory boards, etc.

2. Qualifications

Outreach workers must identify strongly with their ethnic group; they must be able to relate to the community at the grass-roots level and also have the ability to communicate well with agency people and library staff. Other necessary qualifications include self-confidence, enthusiasm, and the initiative and sense of responsibility needed for the great amount of independent work required by the position. Knowledge of local organizations which provide services to the ethnic group is desirable.

III. Recruiting Staff for Ethnic Services

Ethnic recruiting should be a continuous, on-going process at all levels.

A. Professional librarians

Library administrators should keep abreast of the activities and addresses of ethnic librarians' groups and of library school institutes for ethnic services, and contact these sources when recruiting for any professional position. Recruitment should be conducted nationwide. Another possibility is to send a local paraprofessional to library school.

B. Clerks, library aides and outreach workers

In recruiting from the community for non-professional positions, it is better not to rely completely on the city or county personnel department unless it has already established an effective minority recruitment program. It is usually necessary for someone from the library, such as the ethnic services coordinator, to go out into the community to recruit. For various reasons, it is not sufficient to mail out job announcements; personal visits to explain the nature of the job and the type of person wanted are necessary. Sources to contact in the community include agencies and grass-roots organizations which provide services to the ethnic group, especially those which provide training programs or which make job referrals; also, ethnic

people in the community who have many contacts, such as outreach workers for other agencies or schools.

IV. Working with Civil Service Procedures for Non-professional Positions

Many persons from the ethnic community hesitate to apply for civil service positions because of, (1) a distrust of public institutions gained from unpleasant past experiences, (2) complicated application procedures with which they are unfamiliar, (3) formidable written tests, (4) lengthy waiting periods for employment which they can ill afford, and (5) citizenship requirements. Some red tape is unavoidable; however, there are some measures the library and the personnel department, working together, can take to facilitate the process.

A. The civil service classification

The classification for any ethnic services position should reflect the nature of the job and should provide for upward mobility. If there is no appropriate existing classification, one should be created. Ethnic services staff should be paid according to the duties they perform, regardless of their classification. A non-librarian ethnic staff member who functions as a paraprofessional should be paid a paraprofessional's wages, not a clerk's. Bilingual ability used on the job is a special skill that merits a salary increment. Particular positions in any classification which require bilingual ability, such as a clerk in Technical Processes or a library aide in a branch, should be designated as such; so that when a bilingual persons leaves, he or she will be replaced with another bilingual person. Selective certification should be used to reach bilingual persons on a list.

B. The job announcement

The wording on the job announcement should:

1. Accurately describe the duties and responsibilities of the position, since it must be used as a basis for the testing procedure.

2. Stress the aspect of working with the ethnic community.

3. Provide a telephone number in the library to call for further information and/or assistance in applying for the position.

4. Allow sufficient time before the closing date for recruiting.

C. Written examinations

Written examinations are not necessarily a valid measure of an ethnic person's ability, since many have been poorly equipped by the school system or have been educated in another country.

1. Written tests should be eliminated if possible.

2. If written tests are necessary, make sure that they are job-related.

3. Offer applicants a workshop, before the written exam is given, in order to familiarize them with the testing procedure, allowing them to practice on sample questions, and to provide video-taped interview practice. It may be possible to do this in cooperation with the personnel department.

D. Interview questions

Interview questions should be directly related to the description on the job announcement. Factors to test for should include communication skills, knowledge of the ethnic culture and knowledge of needs within the ethnic community. Past experience in community work should be weighed equally with knowledge of libraries. If bilingual ability is required, the interview should be partially conducted in the second language. The interview panel should include members of the same ethnic group as the applicant. If there are no appropriate ethnic persons in the library to serve on an interview panel, someone from the community or a neighboring library should be asked to assist. Review the Fair Employment Practices Commission's Guide to Pre-employment Inquiries before interviewing. (See Appendix 2)

E. Informing applicants

All applicants should be informed as to their status regarding employment. If they are qualified but not selected, they should be encouraged to keep trying.

V. Orientation and Training

A. Ethnic services coordinator/librarian

1. Orientation to the library

The newly hired coordinator must become thoroughly familiar with library structure, policies and procedures before implementing a new program of services. Because various aspects of ethnic services must be coordinated with other library departments, such as Technical Processes, Audio-visual, and Children's Services, the coordinator should take time to become acquainted and develop a strong working relationship with other library staff members, who will have valuable information and suggestions to offer that will facilitate the coordinator's work.

2. Orientation to local government

The coordinator should also become familiar with the services offered by other city or county departments, and with other programs which may be offered to the ethnic community by local government.

3. Orientation to the community

The coordinator should visit local organizations, seek out community leaders, attend local meetings, find out where people congregate, make friends. If a community information needs assessment has not already been done, it should be undertaken at this point. It is necessary to discover needs and interests before effective development of materials, programs and services can begin. A community advisory committee will be very helpful.

B. Non-professional ethnic services staff: library aides and outreach workers

1. Orientation to the library

Non-professional staff members drawn from the ethnic community should be given basic training in library materials and services. They should be taught desk procedures and given ample opportunity to examine reference and ethnic materials. All ethnic services staff should be given orientation in the organization of the library, services offered by various departments, the philosophy and history of ethnic services in libraries, how the library is administered, and how it functions within the context of city or county government.

2. In-service training for outreach workers

Since outreach workers will be representing the library in the community, it is highly desireable to employ librarians in this capacity. If it is necessary to use non-professional people in this job, it is important for the library to insure that they have a broad background of library knowledge. They should understand when and where it is appropriate to offer library services to the community, and what protocol is involved in working with the library staff. The ethnic services coordinator, with assistance from departmental librarians, should set up a training program which should include the following:

a) library related: Audio-visual materials and equipment, storytelling, how to make class visits, planning and giving library programs, review of the book selection policy and library issues such as freedom to read, racism and sexism in books, etc.

b) community related: how to convass door-to-door, why agency visits are important, how to gather information about the community and how to make it accessible, how to make referrals, what is expected of them as library representatives, and what limits are set on their activities.

C. Orientation for other library staff concerning ethnic services

1. Initial orientation

Library staff should be informed about the purpose,

philosophy and goals of ethnic services, the function and duties of the ethnic services staff, the culture and needs of the ethnic community, and the necessity for outreach work. Workshops covering these topics should be informational, positively presented and matter-of fact. Staff members should be encouraged to ask questions and to voice doubts, and should be answered honestly.

2. Continuing communication

After implementation of ethnic services begins, the general staff in the library should be continually informed of the progress and activities of the ethnic services staff, and of the activities and needs of the ethnic community and how these can be related to library services. Communication, however, must involve both sides, and the general staff should be encouraged and prepared to provide service to ethnics.

3. Staff involvement

Library staff should be drawn into ethnic services planning and activities as much as possible. Acceptance of any new program is more readily given when positive, concrete results are seen and all the staff is involved.

VI. Potential Problems Related to Staffing

A. Resistance to ethnic services

The most serious problem which can affect ethnic services programs is related to a lack of acceptance of the service and ethnic staff by other library staff members. In cases where federal funding sources are used to finance the program, other library staff may feel that it is just a "temporary" program, not a part of the library's "regular" services. Aside from funding, there may be other causes for this lack of acceptance, from which personnel problems may arise.

1. Disinclination of bureaucracy to move or act

Manifestations of bureaucratic inertia include:

a) unwillingness to alter traditional procedures, services and regulations to meet ethnic needs;

b) resentment of the mobility and freedom of scheduling of the outreach staff;

c) apprehension about "additional" work which may be generated when the ethnic population begins to use the library.

2. Feelings of discomfort or apprehension

Lack of knowledge and previous contact with the ethnic

group may cause feelings of distress or anxiety about working with members of the ethnic staff and ethnic community. In some cases the ethnic staff members may have similar feelings about the general library staff. Manifestations of such feelings may include:

a) a lack of communication between other library staff and ethnic staff;

b) ethnic staff may have a sense of isolation from the mainstream of library activity;

c) there may be doubts about the necessity for services to any particular ethnic group (e.g., "Why don't we have programs for Italians, Hungarians, etc.?");

d) where bilingual services are offered, other library staff may feel that they are being talked about, when they cannot understand what is being said; or they may fear that they will be unable to communicate with a patron if a bilingual staff member is not present.

3. Biases and prejudices

Biases and prejudices may take the form of derrogatory remarks made in front of or to the ethnic staff member. In extreme cases it may include harassment of the ethnic employee or even discourtesy to ethnic patrons. This is a very difficult problem to deal with, as some people will not change their views, no matter how unreasonable they may be. Short of firing the prejudiced employee, the only recourse is for the person in authority to make it clear to the employee that behavior on the job must conform to acceptable standards.

B. Factors which will help to minimize personnel problems

1. Strong and continuing administrative support for ethnic services. The library administrator must have a firm commitment to the principle of ethnic services, and must communicate to library staff that it has a high priority.

2. Promotion of the ethnic services component as a premanent and valid function of the library, comparable to children's or young adult services.

3. Training library supervisors to handle, on the spot, intercultural misunderstandings and friction which may arise. Many supervisors feel uncomfortable and ill-equipped to deal with such problems, and would benefit from specialized instruction. The ethnic employee should not have to bear the responsibility for clearing up an intercultural conflict if he or she is not the ranking staff member.

4. Educating the general library staff on the culture and needs of the ethnic group, both in workshops and on a one-to-one basis. Many times, a candid and sincere discussion between two people will clear up misconceptions and misunderstandings. It must be remembered,

however, that in this situation one of the two persons has to be willing to initiate communication. Ideally, the supervisor will be alert and sensitive enough to take the initiative.

5. Selection of strong, competent ethnic staff who are communicative, tactful, confident, and able to perform well under pressure.

6. Constant, on-going communication and involvement between ethnic services staff and other library staff and administration.

CHAPTER 3

CONDUCTING AN ASSESSMENT OF ETHNIC COMMUNITY INFORMATION NEEDS

CONDUCTING AN ASSESSMENT OF ETHNIC COMMUNITY INFORMATION NEEDS

I. The Issue: Building a Firm Base

An information needs assessment is a formal study conducted to determine what information is available and required by community residents. That information can take the form of knowledge, data, facts, materials, and perceptions about local services, resources and programs either available or needed in the community. It is not a one-time endeavor; it is part of a continuing study of the changing compositions and resulting information needs of the community.

While there have been various approaches used to conduct general community needs assessments, both the scopes of such assessments and the techniques used have generally failed to focus on the information needs of ethnic population groups. On the other hand, certain groups and ethnic communities have been over-surveyed in recent years, and may have developed a sensitivity to being asked so many questions about their needs without seeing much improvement in community services.

Seven fundamental reasons for conducting an assessment of ethnic community information needs are:

1. To learn about the library's place in the community.
2. To identify available resources in the community.
3. To determine shifts in traditional publics.
4. To identify which new publics are to be served.
5. To establish and clarify short and long-range goals/objectives for library planning.
6. To establish service priorities.
7. To develop meaningful selection and acquisitions policies.

In addition, the needs assessment should be used as a basis for establishing contact between the library and the community. This may take the form of written and/or verbal information about the library, depending on the method used for gathering data.

Data gathered from the information needs assessment will be discussed and synthesized to provide a profile of the characteristics and information needs of the community. The results can be utilized by a variety of social institutions, including the library, as well as by various community groups. The resulting community profile will serve as the rationale for the content and direction of the library's program.

II. Types of Information to be Gathered

A needs assessment is not a library user/non-user study. It is a more complex and complete range of information which must be gathered, interpreted and utilized to serve as the foundation for planning an effective, total community library program. Information gathered should include the following topics:

A. Social characteristics of the people

1. Personal: ethnicity, sex, age, residency, marital status and family composition.

2. Socio-economic: employment, occupation, income (individual or family).

3. Educational: formal, participation in GED, English as a second language, adult education classes and programs.

4. Language and reading factors: language most often spoken, language most often read, reading abilities in English and other languages, and preferred reading language(s), or bilingual ability.

B. Neighborhood characteristics

1. Ethnic density and distribution.

2. Mobility of people.

3. Awareness and use of local community groups and agencies.

C. Identification of information needs by problem areas

Use those terms most readily understood and used by the community.

1. Education

2. Employment

3. Consumer

4. Transportation

5. Health

6. Housing and household maintenance

7. Neighborhood problems

8. Crime and safety

9. Legal aid

10. Immigration laws

11. Recreation

12. Other categories as needed

D. Strategies used by the ethnic community to fill information needs

1. Use of and dependence upon television and radio.

2. Extent and level of reading activity for newspapers, magazines, books (hard/paperback).

3. Use of community agencies and groups.

a) most frequently utilized agencies/groups;

b) problem areas encountered in using agencies/groups.

4. Use of friends and relatives to identify resources and information.

5. Use of public library:

a) percentage of use by total population of community;

b) frequency of use of total population of community;

c) knowledge of and satisfaction with library's materials and services;

d) reasons for non-use;

e) types of use (e.g., reference);

f) perceived areas for library improvement (e.g., more ethnic materials).

III. Preliminary Steps in Conducting an Ethnic Community Information Needs Assessment

A. Determine which ethnic group will be focused upon

If there is more than one ethnic group in a community, priority should be based on size of population and need. Some preliminary research may be needed to make this determination.

B. Determine who will conduct the needs assessment

1. There are four potential sources:

a) library staff;

b) members of the community;

c) other community and government agencies;

d) outside consultants.

2. Combining sources

The needs assessment may be conducted solely by or in conjunction with the library. It is possible that a city planning department would conduct a general survey, a section of which would be devoted to a library information needs assessment.

C. Establish a Community Advisory Committee

It is vital to develop a planning advisory committee representing community members, library staff and other concerned agencies. This body may be the same advisory committee which has been formed to assist the library in ethnic services in other areas, or it may be a different committee. Depending on the size of the library, there may be a needs assessment advisory committee in each community in which a branch is located. The advisory committee will share, along with the library, the primary responsibility for publicizing and promoting the needs assessment and its purposes. Without community involvement, it is difficult, if not impossible, to conduct a reliable needs assessment.

D. Conduct research

1. Find out whether any similar types of community analysis have been previously conducted in your community. Information gleaned from previous studies may affect the scope, method, etc., of the needs assessment.

2. Develop a profile of the ethnic community from existing statistical information. Such information may be gathered from census data, mass media (e.g., newspaper files), school districts, civic guides (e.g., city planning departments), business concerns (e.g., banks), and knowledgeable community individuals and leaders.

E. Determine the cost of the needs assessment

Take into account the following:

1. Planning time of library personnel.

2. Cost of any outside consultant or sub-contracted work.

3. Communicating cost: telephone, postage, pringing of

questionnaires or survey forms.

4. Data preparation;

a) editing and standardizing of instrument (questionnaire or interviewer schedule) results;

b) keypunching, programming and any statistical considerations.

5. Data analysis:

a) computer processing or non-machine analysis;

b) writing, reporting and dissemination of report.

IV. Procedures for Conducting the Information Needs Assessment

A. Develop a timetable for the project

A recommended timetable may be found in Appendix 3.

B. Select the data-gathering method

The method used should be the most appropriate to the ethnic community surveyed in order to maximize response.

1. Consider special characteristics

The need for gathering data from groups with special characteristics (e.g., limited English-speaking ability, illiteracy, undocumented status) must be considered. Generally speaking, a self-administered questionnaire is not the best method; personal interviews of some kind are necessary.

2. Personal contact methods to consider

a) questionnaires can be administered on an individual basis (face-to-face, by telephone), in a large group, or collectively with respondents providing consensus answers;

b) personal interviews can be orally administered in the language preferred by the respondent;

c) brainstorming in small groups.

C. Select sampling design (e.g., quota sample, purposive sample, random sample)

In places where the ethnic population is widely dispersed throughout the community, door-to-door sampling may prove difficult, if not impossible. In this case, it may be possible to obtain lists of

ethnic households in the area from various sources, such as voter registration rolls, churches, organizations, etc. If this method of identification is used, care must be taken to obtain the lists from widely varying sources. This will insure maximum validity by tending to cancel biases inherent in any one list.

D. Construct data-gathering instrument

Each question should be carefully thought out and related to a piece of information needed. There should be no unnecessary questions.

1. Question format

Various question formats should be used to enable respondent to speak openly about broad issues (e.g., responsive library service), as well as to specific concerns (e.g., current employment seeking).

a) closed-ended questions have pre-defined response categories;

b) open-ended questions permit a wide range in responses but are more difficult to tabulate and evaluate.

2. Question phrasing

Questions should not be overly formal. Phrasing should take into account the ethnic culture and experience so that the questions are easily understood. Phrasing should be non-committal, not leading the respondent to any particular answer.

3. Question sequence

a) provide an introductory statement of the purpose of the study and the need for respondents' cooperation;

b) include skip pattern directions to respondent or interviewer (e.g., "If your answer is NO, go to question #17," or "If you have no children, skip Section D and go to section E").

c) considerations in ordering questions:

(1) place sensitive/personal questions at the end of the instrument or spread throughout;

(2) begin with questions designed to relax and encourage the cooperation of the respondent (e.g., "Do you have any questions to ask before beginning this interview?");

(3) strive for logical ordering of questions (e.g., ask marital status before number of children).

E. Select and train interviewers

1. Desireable characteristics for interviewers--bilingual, bicultural, friendly and outgoing, courteous, confident.

2. Training

a) interviewers should be trained in a standard procedure for administering the questionnaire--too much deviation from this procedure will impair the validity of the answers;

b) interviewers should practice giving the questionnaire in a noncommittal manner, so that they will not lead the respondents to any particular answers by voice inflection, body language, etc.;

c) discussion of potential hazards and how to deal with them is helpful--such hazards might include dogs, intoxicated persons, a negative response to the survey or to a specific item, etc. In practice, such problems are rare, but it is best to be properly prepared;

d) interviewers should be knowledgeable about other community resources, in case a referral is needed.

F. Gather data

1. In the interview, the questionnaire should be administered first. Any extraneous discussion or library promotion should be kept for afterward.

2. Households should be contacted for interviews both during and after normal working hours and on weekends, in order to obtain responses from persons who work or attend school during the day.

G. Prepare and analyze data

1. Verify a percentage of the responses for accuracy.

2. Edit and/or code data for analysis.

3. Specify statistical techniques and data analysis programs; figures may be manipulated in many ways, and it is necessary to determine which correlations are appropriate. For example, some attention should be given to generational differences in preferred language and reading interest factors.

H. Interpret data and report findings

1. Analyze data according to prior plan.

2. Interpret data and discuss findings with the advisory committee.

3. Write the final report, emphasizing implications of the data in relation to the library's policies and programs.

4. Discuss recommendations with administration, advisory committee, and representatives of the community.

5. Evaluate the community analysis process.

6. Develop guidelines for updating the community profile in succeeding analyses.

V. Awareness Factors

A. Insure early and continuous involvement of the community, via the advisory committee, in all stages of the information needs assessment.

B. Contact the appropriate ethnic centers and associations for input and assistance in conducting the assessment (e.g., the American Indian Center, the Asian or Black Caucus, etc.).

C. Guard against the following assumptions:

1. All people are literate and/or conversant in the English language.

2. Your study constitutes the first occasion upon which the individual has been questioned.

3. People are even minimally familiar with the existence and/or functions of the public library.

4. Individuals freely give personal information to strangers.

D. There is no substitute for participative experience and observation in relation to knowledge of the library's community. There is no greater legitimacy for conducting such studies than to be seen, known and respected as part of the community.

CHAPTER 4

ESTABLISHING ETHNIC COLLECTIONS

ESTABLISHING ETHNIC COLLECTIONS

I. The Issue: Providing Materials for the Bicultural/Bilingual Person

Reading abilities and needs in ethnic communities range from those of the recent immigrant to the Native American, from the illiterate to the highly educated in either English or another language, or both. Cultural interests, survival information, bilingual material, tools for self-education--all these and more are needed in the ethnic community, and the ethnic collection must provide for this diversity.

Collection development should be tailored for each ethnic community. The community information needs assessment should be designed to provide a profile of ethnic reading abilities, needs and interests. Provision should be made for continual user feedback. A community advisory committee may be utilized. Most important, the library staff involved in collection development should have the language ability, knowledge of materials in the field and cultural background to do the job effectively.

Funds allocated for ethnic collection development should be based proportionately on the potential use by the ethnic community, and should be sufficient for the purchase of non-print materials, as well as printed. Ethnic materials should be a regular item in the library's budget and be funded on a continuing basis.

Finally, the existence of the ethnic collection must be publicized on a continuing basis. Provision should be made for the ethnic staff to interact personally with the ethnic community, in order to fully utilize the existing communications networks.

II. Characteristics of the Ethnic Collection

The ethnic collection is an integral part of the library's basic collection and should speak to the needs and interests of the particular ethnic community.

A. Language

Where the ethnic community speaks a language other than English, the full range of library materials must be provided in the ethnic language. The collection should be balanced not only for subject areas, but also for reading level, since reading ability will vary widely. The importance of bilingual library materials cannot be overemphasized.

B. Cultural materials

Cultural materials should reflect:

1. Country of Origin

For example, library materials in a Cuban community should emphasize Cuban literature and history, without excluding materials from Spain, Mexico, etc.

2. The duality of the cultural situation

The ethnic person's experience in the United States should be reflected in fiction and nonfiction by bicultural authors, and by materials which deal with the phenomenon of biculturalism. The bulk of this material will be in English.

3. Popular materials

Materials which are familiar and well-liked in the ethnic culture should be in the collection regardless of format (e.g., comics, fotonovelas).

C. Information resources

In addition to subject coverage in the ethnic collection, the library should provide basic survival information. This includes:

1. Directories or other listings of community resources.

2. Creation of such a directory or list if none exists.

3. Pamphlet, book, and non-print sources of information on meeting basic needs.

(For a more complete discussion of community information resources and services, see Chapter 6, Section IV, Community Information Services.)

D. Educational materials

Tools for basic and continuing self-education should be plentiful and should reflect a variety of levels of ability. Materials on educational opportunities should be highly visible.

E. Audio-visual materials

Non-print media are especially useful and should be given a high priority in ethnic collection development. They may provide an alternative source for hard-to-find information or may be a more acceptable format for the non-reader. 16mm projectors and other hardware should be available for use by ethnic organizations.

F. Periodicals

Periodicals comprise a large portion of the circulation in ethnic collections. They provide current and popular information in an easily accepted format, and the library should offer as wide a variety

as possible.

G. Vertical file materials

Ethnic pamphlets are becoming more plentiful from a wide variety of sources. Subject folders should include pamphlets from the various community organizations which offer services or counseling in that area.

III. Procedures for Developing an Ethnic Collection

A. Review and prioritize existing community needs as they relate to library materials, using data from the community information needs assessment.

B. Develop mechanisms for formal and informal feedback from the ethnic community.

1. Community Advisory Committee

The library should involve a community advisory committee to assist in selection of materials. This group may or may not also be involved in the needs assessment and other library functions. Different backgrounds, expertise, interests and opinions of the members of the group are important in the development of a relevant collection. Members of the advisory committee should

a) assist in formulating collection development guidelines; and

b) recommend titles and subject areas which will fulfill community needs.

2. Agency contact and informal contacts with agency personnel

In addition to the advisory committee, other local agencies should be contacted in order to obtain their added community support and interest in the development of the ethnic collection.

3. Patron response or suggestion forms should be kept with the ethnic collection and made available at library programs (see Appendix 1 for sample form). Written evaluation forms should not, however, take the place of communicating personally with patrons.

C. Take inventory of existing ethnic materials in the library

1. Determine the total number of volumes and/or titles in the collection and the subject coverage (for a form for this purpose, see Appendix 4).

2. Compare collection holdings with authoritative ethnic materials bibliographies (see Appendix 5 for suggested bibliographies).

D. Record and review circulation of ethnic holdings, print and non-print

1. General

Statistics should be kept on a continuing basis to document increased interest in and use of the collection.

2. Subject areas

Circulation in the various subject areas should be recorded periodically to determine usage and areas of need. (See form in Appendix 6.)

E. Allocate funds

Consideration should be given to the relative needs for children's and adult material, and material in English and in the ethnic language (if any). Re-evaluate needs annually.

1. Areas of high need include periodicals, Audio-visual, picture books and light fiction, and ethnic history and culture.

2. Capital expenditures--include budget allocations for Audio-Visual hardware, microfilm readers, special-keyboard typewriters, etc., as they apply to your library's needs.

3. Bindery--make sure that there is a good-sized bindery allocation, since ethnic materials are often poorly bound.

F. Collection development policy

The need for ethnic collection development should be stated as part of the library's regular collection development policy. It should also state that the library is committed to a continuing needs assessment and considers the input of the ethnic community essential to the development of the ethnic collection.

G. Selection criteria for ethnic materials

1. Adult materials

Because of the relative lack of published material by ethnic authors in the United States and the low variety of non-English materials in some languages and subject areas, some of the usual selection criteria should be revised.

a) less important criteria

(1) format (e.g., durable binding, quality of paper, etc.)--poor format should not deter purchase of material if it is not available in other forms;

(2) inclusion in bibliographies or indexes--the lack of such inclusion should not deter purchase of ethnic materials, since non-English language and ethnic materials are not included in many of the commercial bibliographies and indexes published in the United States;

b) more important criteria

Characteristics inherent within the ethnic culture make some criteria more important.

(1) popular interest or demand--since many ethnic people are not oriented toward libraries or reading, it becomes doubly important to provide popular and useful materials;

(2) locally generated ethnic works--materials by local authors, artists and filmmakers should be diligently sought after for the interest and information they provide;

(3) language usage--materials in the dialect used by the local community are valuable additions to the collections.

2. Children's materials

All of the criteria revisions for adult materials also apply to children's. However, there are additional concerns which relate to the content of children's materials, both print and non-print. Materials published both in the United States and abroad should be examined for racism and sexism.

a) racism

According to the Council on Interracial Books for Children, "Children's books are not toys. They are powerful tools by which a society perpetuates its values." Children are uncritical readers. They absorb the messages, obvious or subtle, that they find in books and films, without having the experience necessary to analyze and make judgments. It is the librarian's responsibility to ensure that the materials available to all children are free from ethnic stereotypes and biases. (See Appendix 7 for reprint of "Ten Quick Ways to Analyze Children's Books for Racism.")

b) sexism

Many ethnic women feel that they face a double oppression, both as members of an ethnic group and as females. Materials published in other countries, where women may still have a more subordinate role, may be more blatantly sexist; but all materials should be carefully examined.

IV. Acquisition of Ethnic Material Published in the United States

A. Locating material

1. Traditional sources

Since much of the ethnic material in the United States is published by small presses, it is difficult to keep abreast of new material.

a) review media--standard sources and even ethnic journals may be limited in their coverage of ethnic material;

b) review copies are not widely available;

c) publishers may have little or no promotional materials.

2. Alternative sources

The following should be used extensively:

a) ethnic vendors--establish ties with several vendors to ensure maximum coverage. Vendors' catalogs may be issued infrequently. Publishing information and/or annotations may be lacking in these catalogs. However, some of these vendors actively solicit ethnic works to distribute.

b) contact ethnic studies departments and ethnic bibliographers in libraries of colleges and universities to obtain lists of recent acquisitions and other bibliographies.

B. Acquisitions procedures

Be prepared to deal with the following: direct orders, no discount, pre-payment, sudden unavailability due to limited quantities.

V. Acquisition of Non-English Language Materials Published Outside the United States

A. Locating and selecting materials

There is a lack of adequate selection tools for non-English materials.

1. Review media are scarce. Those that do exist are not generally oriented toward library acquisitions, but are bibliographic or popular in nature. Often they are expensive or dated.

2. Review copies are rarely available.

3. Catalogs from publishers and vendors are the major tools

for selection of non-English language materials. Some catalogs have descriptive annotations, but publisher and copyright date are often omitted. Catalogs are usually issued infrequently, and price information goes out of date very quickly.

4. Visits to vendors' stores or showrooms are the most satisfactory means of selection, since it is possible to evaluate the materials before purchase. Members of the community advisory committee, properly trained in selection criteria, can be of great assistance in this situation.

B. Limited availability

Foreign publishing houses rarely print large quantities of a title, and material may quickly become out of print. Orders for needed titles should not be delayed.

C. Delays in obtaining material

Distances between United States vendors of non-English language materials and the publishers of these materials are great, and communication between the two is limited in many cases. When the vendor places a specific order, he may not know for three or four months whether his order will be filled.

D. Cost of materials

1. Shipping charges for books and periodicals published in other countries may amount to as much as 12-15 percent of the cost of the material.

2. Depending on whether material is shipped by air or by sea, the final cost may vary greatly. The United States vendor may not know what the shipping costs will be until the order arrives, making it difficult to quote a final price.

3. United States vendors may be required to pay for at least 40 percent of a shipment, plus shipping charges, in advance. These charges may cause some vendors to require pre-payment on orders.

E. Condition of materials

Due to the limited number of copies of a particular title available for shipment, the publishers sometimes literally search every outlet which might still have copies left. This procedure, while sometimes satisfactory, does tend to result in the customer obtaining less than new copies of a work as a result of the handling by various agencies.

F. Ordering direct

It may be possible to order directly from publishers outside the United States. Some publishers will deal directly with libraries

and will supply catalogs with United States currency prices. Others will correspond and invoice only in the other language and currency. So that this will not cause problems for purchasing departments and business offices, prepare personnel ahead of time.

CHAPTER 5

ACCESS TO ETHNIC LIBRARY COLLECTIONS AND SERVICES

ACCESS TO ETHNIC LIBRARY COLLECTIONS AND SERVICES

I. The Issue: Acknowledging Cultural and Linguistic Differences

In order for the library to provide equivalent access to the ethnic population, its systems of delivery and bibliographic control must reflect cultural and linguistic differences. In addition, access should be at times, places, quantities and levels appropriate to the needs of the ethnic community.

Essential to access by the ethnic person is the development of ethnic and non-English language catalogs and subject headings. Ethnic-oriented reference service, location of ethnic materials, ability to handle immediate user need, duplicate copies of popular materials, length of the loan period, and many other variables are equally important. The amount of money the library is willing to spend on ethnic materials will greatly determine the adequacy of the collection; and the local library of course has the responsibility to meet the major needs of its ethnic constituents. Few collections are self-sufficient, however, making networking, interlibrary loan systems, and other cooperative library access systems important.

The ethnic community should be consulted to develop delivery systems which best meet their needs; and the library must try systematically, through outreach, publicity, etc., to reach the non-user as well as the user.

II. Library Policy and Procedures

Libraries should make every effort to familiarize the ethnic community with library procedures, requirements, location of materials, services, and resources. Because of different cultural backgrounds, ethnic people may not be familiar with the variety of services and materials offered by public libraries. In addition, policies and procedures should be oriented toward user needs.

A. Hours of operation

Library service should be available at hours and locations convenient to users, including evenings and Saturdays. Library programs for the family should be scheduled during evening or weekend hours, including Sunday, for best attendance.

B. Bilingual services

In a bilingual community, bilingual personnel should be available at all hours to provide information, catalog assistance, and reader's guidance.

1. All library forms, notices and information on library resources used with the public should be bilingual. Care should be taken to insure that they are grammatically correct and that library

terms are properly translated.

2. Bilingual directional signs should be prominently displayed.

C. Fines and damages

Assessment of fines and damages should be carefully considered. Many new ethnic patrons are not used to the concept of borrowing materials and are not familiar with library procedures. These patrons may fail to understand the fine system, and many can ill afford to pay. Libraries with services to low income areas should drop fines completely, at least on a trial basis.

D. Loan period

Libraries should re-examine the length of the loan period as a means of controlling and providing better access to library materials. Materials should be immediately available to a library card applicant, with no waiting period.

III. Physical Access

Ethnic services should be available wherever there is a significant ethnic population, throughout a library system, not just in one "barrio" or "ghetto" branch. In addition, people in most ethnic communities rely heavily on public transportation. If the library is not readily accessible because of poor location or lack of public transportation, efforts must be made to compensate for this deficiency.

A. Location of materials

It is essential that the ethnic materials be placed in a prominent location in the building, in order to attract attention and to maximize accessibility.

B. Open stacks

Patrons should have direct access to ethnic materials.

C. Arrangement

1. Ethnic materials in English

Generally speaking, these materials should be integrated into the general collection, unless a majority of patrons desire a separate section.

2. Non-English language materials

These should be placed in a separate collection, unless the quantity of materials equals or is greater than the quantity of

English language materials in the library.

D. Alternate delivery systems

The following are additional or alternative delivery systems which may be used to meet specific needs or situations in the community:

1. Rotating deposit collections

Paperback book collections may be placed in agencies, community schools, senior citizen and teen centers, barbershops, taverns, or wherever people congregate.

2. Mobile units

The media mobile concept has proven especially valuable in ethnic neighborhoods.

3. Mail

Used especially with homebound patrons, seniors, and in rural areas. The library should provide a book catalog, bilingual where needed, and pre-addressed, post-paid envelopes for returning material.

4. Personal delivery by volunteers or staff

Volunteers have been utilized with great success in serving the homebound.

5. Mass media

Regular, ethnic-oriented library programming (e.g., book discussions, reviews, informational programs, story time, etc.) on local or cable television, radio stations, or newspapers is very effective.

IV. Bibliographical Access

A. Cataloged materials

Criteria and procedures for cataloging ethnic and non-English language materials should be equal to those of the general collection. Full cataloging (author, title, and subject) in the language of the material is necessary to provide access to non-English materials in the local library and through interlibrary loan. These materials should also be given English subject headings for the benefit of the bilingual patron.

1. Bibliographic tools for public use, such as catalogs, should be bilingual where appropriate.

2. All non-English language materials should be included in

the main catalog.

B. Uncataloged materials

1. Procedures should be devised and implemented which expedite access for the ethnic patron to uncataloged materials received and in process.

2. A means of improving access for the ethnic user to materials presently under little or no bibliographic control (e.g., pamphlets, photographs, etc.) should be developed.

C. Subject access

Libraries should examine their subject headings for ethnic relevance. The scope of subject access is seriously limited when libraries do not develop specialized subject heading authority files, thesauri, or the like for ethnic materials. The Library of Congress and Sears subject heading lists have not adequately developed categories for many unique subject areas in ethnic studies; many cultural and linguistic characteristics are totally ignored. The problem is such that many libraries have begun to develop regional subject authority files with little standardization among libraries, and thus compounded the access problem for the user. There is no ready-made listing that will solve the problem. Rather librarians must establish a cooperative workbase to so develop specialized listings (much like the Chicano Subject Thesaurus for Indexing Library Materials being developed within the University of California Chicano Library Units). In the meantime, libraries are on their own.

1. Subject headings, cataloging, and classification schemes should be nonracist/nonsexist in nature and culturally and socially attuned to the ethnic community.

2. Bilingual subject access within standard library catalogs must be developed. The Spanish Catalog Project of the California Ethnic Services Task Force will be producing a preliminary Spanish language subject heading list, with English equivalents, in the near future. For information, write the California State Library. For other languages, there is no model program from which to adapt or follow, and library systems must develop such tools.

D. Ethnic and subject bibliographies

Libraries should develop ethnic bibliographies and subject lists for both English and non-English language materials, in order to promote greater access.

V. Interlibrary Cooperation

Cooperation is a necessity even for libraries with large ethnic collections. Libraries should not try to rely on cooperative delivery

systems to fill glaring deficiencies in their ethnic collections; however, even good collections have gaps where interlibrary loan must be utilized to fill users' needs.

A. The existence of benefits of interlibrary loan services should be explained and actively promoted to all ethnic users.

B. Public libraries should identify and work with school, academic, and special libraries to coordinate access to available resources and services of interest to the ethnic community.

C. Public library systems should cooperate to assure access by the ethnic patron to the broadest scope of services and materials, locally and nationally.

D. Networks and cooperative library systems should include provisions for meeting the needs of the ethnic community in the planning and delivery of their services.

VI. Publicizing the Library in the Ethnic Community

A continuous publicity program to promote library materials, services and programs should be based on an analysis of the information sources and media most used by the ethnic community. Approaches may vary depending upon the particular ethnic group to be reached, or the segment of the ethnic group. For example, publicity methods for a preschool program would differ from those for an employment seminar. In a bilingual community, all publicity must be bilingual.

A. Personal contacts

Personal contacts are a very effective means of publicity in the ethnic community.

1. Library patrons. Friendly and efficient service to those already using the library will enhance word-of-mouth publicity.

2. Community advisory committee. A well-selected advisory committee will provide effective public relations.

3. Key people. Contact with key people in the community is an invaluable asset in publicizing the library. These are persons such as newspaper editors, club members, clergymen, etc., who are in a position to pass along information to a number of other people.

4. Class or club visits are a time-consuming but effective method.

B. Agency cooperation

Activities and publicity should be coordinated with other agencies and groups in the community. Cooperative efforts provide mutual benefits and the effort produces a wider reach.

C. Mailing list

Compile a mailing list of individuals and clubs for sending out brochures and flyers.

D. Posters and flyers

Distribute and post information throughout the ethnic community, as well as in the library. Possible locations include schools, local service agencies, stores, churches, restaurants, senior citizens' and teen centers.

E. Public service announcements and press releases

In addition to the usual outlets, use sources common in the ethnic community, such as ethnic newspapers, agency newsletters, church bulletins, ethnic radio and television shows, etc.

CHAPTER 6

DEVELOPING PROGRAMS AND SERVICES FOR ETHNIC POPULATIONS

DEVELOPING PROGRAMS AND SERVICES FOR ETHNIC POPULATIONS

I. The Issue: Meeting the Needs of the Ethnic Community

In a community where the ethnic population is not using the library, services and programs which will attract people to the library and which will fill unmet needs must be developed. There may be many reasons for lack of use of the library by the ethnic community, including (1) lack of awareness of the library and its services; (2) inconvenience of location or hours of service; (3) ethnic persons may feel uncomfortable in the library; (4) they may have higher priorities on their time; (5) the library may not offer materials or services that are of interest or are needed, etc. In the past, poor circulation of ethnic materials or lack of use of the library in an ethnic community has been used as a rationale for cutting back services or for providing a minimum level of service. Just the opposite reaction should be the case. Libraries have an obligation to overcome any obstacles which may hamper its use by the ethnic community.

In developing programs and services, the library should be open to suggestions, be willing to try innovative programs, and not become discouraged if response is slow at first. It may take as long as two or three years before significant changes in the pattern of usage of the library by the ethnic community are apparent. During this time, the community needs assessment and input from the advisory Committee will help in determining priorities.

II. Providing a Welcoming Atmosphere

Many ethnic residents, if they are aware of the library at all, may think of it as another of those government offices where they have had unpleasant experiences in the past. To overcome this stigma, the library must develop a positive image and insure that red tape and regulations are minimized. Ethnic patrons should be made to feel welcome as soon as they enter the library by the use of prominent displays with which they can identify, such as folk art and crafts, cultural history, ethnic posters, etc. Local artists and craftspeople may be asked to exhibit their work. Photographs of local and national ethnic leaders and their accomplishments provide information and positive role models. Providing games and puzzles for children contributes to a relaxed atmosphere.

III. Services Offered in the Library

Service should be friendly and personalized, and should promote the library's image as a place people can depend upon to get information and assistance of many kinds. The information and reading needs in an ethnic community may be quite different from those to which the library staff has been accustomed. Ethnic patrons should be made to feel welcome and comfortable so that they will not hesitate to ask for whatever

help they need, and the library staff should be prepared to offer non-traditional kinds of services. Some of the services found to be most useful in ethnic communities include:

A. Lending audio-visual equipment, as well as the software.

B. Translating.

C. Assistance in filling out forms, applications, etc., of the library and of other agencies.

D. Registering people to vote.

E. Offering notary public service.

F. Providing space for community meetings, classes and tutoring.

G. Providing a community bulletin board for announcements of coming events and meetings, classes, job openings, etc.

H. Providing a pamphlet rack for dissemination of information on the services offered by other local agencies.

I. Loaning toys, tools, or other needed items.

IV. Community Information Services

Many reference questions asked by ethnic patrons cannot be answered from library materials, and patrons must be referred to other agencies which have the appropriate information.

A. The need for community information

Because of past and continuing discrimination, many ethnic communities remain in the low income category. In these communities there is an acute need for information on where to obtain social services of various kinds. The library that addresses this need in a systematic way will not only provide a valuable service, but also will gain credibility as a place to find information of all kinds.

B. Obtaining information on services

Initial information about services may be obtained from existing directories, television and radio announcements, newspapers articles, etc. A follow-up phone call is then made to confirm information. The ethnic services coordinator or staff should visit the major agencies offering services to the ethnic population. Visiting an agency will not only elicit better information on services offered, but also will provide the opportunity to establish a working relationship with the agency so that they will make referrals to the library when appropriate. Agency information should be updated every six months and should include

(1) name, address, and phone number; (2) area and/or type of person served; (3) hours of operation; (4) fees, if any; (5) languages spoken; (6) intake procedure; (7) scope of services; and (8) names of contact people.

C. Making community information accessible

Information should be organized into a file under the name of the agency and under the principal services offered. Some libraries are now putting this information on computer rather than in a card file, which makes updating much easier. Subject headings representing services under which agencies are listed should be terms which are recognizable to the lay person, rather than the technical jargon used by some of the agencies themselves; this insures that any staff members and members of the public will be able to use the file as needed. For example, "Drug Abuse" and "Alcohol Abuse" are preferred to the more technical term, "Substance Abuse." Files should be bilingual where appropriate.

D. Referring patrons to other agencies

The reliability of community agencies varies, and in order to determine the effectiveness of referrals, patrons should be asked to let the library know whether or not they received assistance from the other agency. In some cases, such as in the situation where the agency has no bilingual staff to assist a non-English speaking patron, the ethnic services staff member should provide assistance and follow-up.

V. Services in the Ethnic Community

In the process of encouraging non-users to come to the library and take advantage of the full range of services and materials, it is nessesary to meet them "on their own ground," where they are most comfortable and open. There are many ways to accomplish this, including:

A. Library exhibits

Organize a traveling exhibit, consisting of portable table and chairs, books, display signs and materials, brochures telling of library services, card applications and request forms. The exhibit should be kept ready for use and can be taken to community festivals, information fairs, group meetings, movie theatres, etc. Books may be checked out from the exhibit, if desired, to be returned to the library.

B. Canvassing

Ethnic services staff should canvass door-to-door in ethnic neighborhoods, handing out brochures on library services and upcoming programs, and explaining the use of the library. Other agencies which go door-to-door, such as a welcome wagon, or an agency which is conducting a survey or needs assessment in the community, may be willing to distribute library materials also.

C. Working with groups

It is important to seek out and become acquainted with all the small groups which are ethnic-related, as they are one of the best means of communication in the ethnic community. Some of these groups include:

1. Classes

Adult school classes, especially English as a second language and citizenship preparation; Headstart groups; migrant education centers; ethnic studies courses, etc. Arranging for class visits to the library is a good way to overcome any initial reluctance to using unfamiliar services.

2. Clubs

Community mothers' clubs, cultural or social clubs; ethnic-oriented church groups.

3. Community meetings, advisory boards, coordinating councils

Participating in such activities enables ethnic services staff to obtain information about community issues, events and services, and puts them in a position to offer library services when appropriate opportunities occur. For example, many ideas for library programs arise from the needs and interests perceived in these meetings. In addition, the library's image is enhanced when library staff is seen to be actively interested in and concerned about community affairs.

D. Working with agencies

Some of the services the library can offer to community agencies include providing specialized statistics or information (such as funding sources, demographic data or legal information), audio-visual equipment, assistance in planning film programs, meeting space, referrals, and helping to disseminate information about the agency. Agency staff may be asked to participate in library programs as resource people, by making presentations in their areas of expertise for the public or library staff. They may be called upon to make referrals for library job recruitment, or assist in various other ways. For example, when the library sponsors large festivals or other programs, agencies or community organizations may be asked to put up booths to distribute information or to sell food or soft drinks. This enables them to earn money for their organization, and no health permit is needed.

E. Sharing information

Ethnic services staff may also be asked to participate in the workshops and programs of other community groups and agencies, to share their knowledge of ethnic materials, community information needs, ethnic culture, etc. These opportunities are valuable public relations for

the library and should be taken whenever possible.

F. Participating in community events

It is important for the library to know about community events and to participate in whatever way is appropriate. Events such as ethnic-oriented school programs, career day, job fairs, parades, etc., provide opportunities to disseminate library information and to become known in the ethnic community.

VI. Library Programs

Programs may be a means of attracting patrons to the library for the first time; they serve to make the library well-known in the community; they may be the best means of presenting needed information. Programs may be given both in the library and in the community, and may be co-sponsored with other agencies. Topical ethnic library materials should be prominently displayed and circulated at these occasions.

A. Popular programs for adults and/or families

Programs dealing with the culture of the ethnic community are by far the most popular. Leading the list are festivals which are associated with ethnic holidays and which offer entertainment and foods. These may range in size from one musical group in the library to a day-long event with dozens of entertainers and booths. Films concerning the ethnic culture are popular; investigate renting feature-length films in the ethnic language. Ethnic fashion shows and theatre groups are also favorites, as are programs on local and national ethnic history, folk arts and crafts and folk medicine.

Ethnic speakers may draw a good audience, depending on how timely the topic and how popular the speaker, but probably should not be attempted until the library's communication with the ethnic community is strong. Practical and informational programs should be carefully planned to correspond to stated needs and interests in the community. It is possible to combine informational and recreational programs so that a larger audience is reached. For example, before regularly scheduled film programs begin, representatives from local agencies may be invited to give a short presentation on their services.

B. Popular programs for children

Puppet shows, especially those that are ethnic-oriented, are very popular. If ethnic puppet plays are unavailable, the ethnic services staff may wish to write their own. Sports programs are also popular, as are films, particularly cartoons, horror movies, etc. Bilingual preschool story hours do not usually draw a good audience, and libraries wishing to present this kind of program may find it more rewarding initially to work with Headstart classes or other preschool groups. Any program which features children performing in the library will bring in dozens of proud parents, some for the first time.

C. Popular programs for young adults

In many ethnic communities, recreational facilities for young adults are limited or non-existent. A disco dance in the library will draw a good crowd, and many teens will come back after the dance is over for books or other services. Sports or cosmetics programs are well-received. If staff time and interests permit, library-sponsored clubs can be very popular and successful.

D. Bilingual programs

In a bilingual community, it usually works best to be prepared to present a program in both languages, although it may not turn out to be necessary if all the audience at the program speaks one language or the other. Programs to be given in only one language in such a community may be advertised bilingually, but it should be clearly stated in which language the program is to be presented.

E. Co-sponsoring programs

Any program aimed at a large audience, such as a fiesta, may benefit from co-sponsoring with local junior colleges or community schools, which have funds available for presenting programs in the community and may have facilities for printing posters and flyers. Local chapters of the Musicians' Union can provide entertainment free of charge through the Music Performance Trust Fund. Also, local Departments of Parks and Recreation, schools, and other local government agencies have physical facilities or equipment needed for large programs. Agencies or community organizations may be asked to put up booths to sell food or soft drinks, or to distribute brochures or information. The ethnic services staff should organize and coordinate such a program and be responsible for most of the publicity. (See Appendix 8 for a checklist for presenting this kind of program.)

F. Classes

The local community colleges may also be interested in co-sponsoring classes in the library by providing teachers. Such classes could include topics such as language learning, reading, citizenship preparation, ethnic culture, and so forth. The library's contribution to the partnership includes providing space and publicity in the ethnic community.

G Publicity for programs

All library programs should be thoroughly publicized. See Chapter 5, Section VI, "Publicizing the Library in the Ethnic Community."

APPENDICES

APPENDIX 1

HOW ARE WE DOING?

The National City Public Library is continuously planning programs, special events and new services to serve the needs of all members of our community. By completing this questionnaire, you can help us to evaluate current programs and create future programs which are responsive to citizens' needs and interests.

1. How did you hear about this program?

   Radio _____ Friend ____

   TV _____ Library ____

   Newspaper _____ Other _____

2. Did this program offer what you expected?

   Yes ___ No ___ Somewhat ___

3. What areas of the program did you find especially helpful or entertaining?

4. Would another method of delivering this information been better?

   Yes ___ No ___ Other _____

   Films _____

   Group discussions _____

5. Would you attend other programs on this topic at the library?

   Yes ___ No ___ Maybe ___

6. What other programs, services, or events would you like to see the library offer?

7. What is the best day and time for you to attend library programs?

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Morn.						
After.						
Even.						

8. Would you please tell us something about yourself?

   Age ____under 14 ____14-24

   ____25-35 ____36-45

   ____46-55 ____over 55

   Employed

   ____Yes ____No ____Student

   Where do you live?

   National City____

   Chula Vista____

   San Diego____

   Imperial Beach____

   Other_____

If you would like to be on the mailing list to receive library publications and announcements of events, please print your name and address on the card provided.

Thank You For Helping Us To Better Serve You.

The Staff
National City Public Library

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¿ QUE ESTAMOS HACIENDO ?

La Biblioteca Publica de National City está contínuamente planeando programas, eventos especiales, y nuevos servicios para atendér las necesidades de todos los miembros de nuestra comunidad. Al completár este cuestionario, usted nos ayuda a evaluar los presentes programas y drear en el futuro otros que respondan a las necesidades e intereses de los ciudadanos.

1. ¿Como escuchó sobre este programa?

   Radio_____ Amistad_____

   TV_____ Biblioteca _____

   Periodico___ Otro_____

2. ¿Ofreció el programa lo que Ud. esperaba?

   Si____ No____ Algo_____

3. ¿Que partes del programa le sirvieron de ayuda o entretenimeinto?

4. ¿Podria otro sistema ofrecerle mejor la información?

   Si____ No____ Otro_____

   Peliculas_____

   Platica en grupo_____

5. ¿Atenderia Ud. otros programas sobre este tópico en la biblioteca?

   Si____ No____ Tal véz_____

6. ¿Que otros programas, servicios, o este tópico en la biblioteca?

7. ¿Cual es el mejor dia y hora que Ud. puede atender estos programas en la biblioteca?

   Lun. Mart. Mierc. Jue. Vie. Sab.

   Mañana

   Tarde

   Noche

8. ¿Quisiera por favor decirnos algo sobre usted?

   Edad____ menos de 14 ____14-24

   ____25-35 ____36-45

   ____46-55 ____mas de 55

   Empleado

   ____Si ____No ____Estudiante

9. ¿Donde vive usted"

   National City_____

   Chula Vista_____

   San Diego_____

   Imperial Beach_____

   Otro_____

Si gusta usted ser incluido en una lista de correspondencia para que reciba publicaciones bibliotecarias y anuncios de eventos, favor de poner su nombre y dirección en la tarjeta provista.

Gracias por ayudarnos a servirle mejor.

La Plantilla
Biblioteca Publica, National City

APPENDIX 2

GUIDE TO PRE-EMPLOYMENT INQUIRIES

State of California
Fair Employment Practice Commission
P.O. Box 603
San Francisco, California 94101

Pre-employment Inquiries

Employment application forms and pre-employment interviews have traditionally been instruments for eliminating, at an early stage, "unsuited" or "unqualified" persons from consideration for employment and often have been used in such a way as to restrict or deny employment opportunities for women and members of minority groups.

The law, interpreted through court rulings and EEOC decisions, prohibits the use of all pre-employment inquiries and qualifying factors which disproportionately screen out members of minority groups or members of one sex and are not valid predictors of successful job performance or cannot be justified by "business necessity."

In devising or reviewing application forms or in seeking information from job applicants, employers should ask themselves: (1) Will the answers to this question, if used in making a selection, have a disparate effect in screening out minorities and/or members of one sex (i.e. disqualify a significantly larger percentage of members of a particular group than others)? (2) Is this information really needed to judge an applicant's competence or qualification for the job in question?

Business Necessity and Job Relatedness

The concept of business necessity has been narrowly defined by the courts. When a practice is found to have discriminatory effects, it can be justified only by showing that it is necessary to the safe and efficient operation of the business, that it effectively carries out the purpose it is supposed to serve and that there are no alternative policies or practices which would better or equally well serve the same purpose with less discriminatory impact.

An employer should be able to demonstrate through statistical evidence that any selection procedure, which has a "disparate effect" on groups protected by the law, is job related, i.e. validly predicts successful performance in the type of job in question. If this cannot be shown or if the employer cannot or does not wish to perform a technical validation study, the use of that procedure should be discontinued or altered in such a way that there is no longer a discriminatory effect. Even when a procedure having an adverse impact can be validated, it may not be used if there are other procedures which would accomplish the same goal and have less of a discriminatory effect.

Specific Issues Addressed by Court and EEOC Decisions

Race, color, religion, sex or national origin

Under Title VII, pre-employment inquiries concerning race, color, religion, sex or national origin are not considered violations of the law in and of themselves. However, inquiries which either directly or indirectly disclose such information, unless otherwise explained, may constitute evidence of discrimination prohibited by Title VII.

Some state fair employment practice laws expressly prohibit inquiries on employment applications concerning the applicant's race, color, religion, sex or national origin. In some states it may also be considered illegal to seek related data (e.g., former name, past residence, names of relatives, place of birth, citizenship, education, organizational activities, photographs, and color of eyes and hair) which could indirectly reveal similar information.

Denial of equal opportunity to individuals because of marriage to or association with persons of a specific national, ethnic or racial origin, or because of attendance at schools or churches, or membership in organizations identified with particular racial or ethnic groups, is considered a violation of Title VII.

An employer may justifiable and legitimately seek and obtain information needed for implementation of affirmative action programs, court-ordered or other government reporting or record keeping requirements, and for studies to identify and resolve possible problems in the recruitment and testing of members of minority groups and/or women to insure equal employment for all persons.

However, the employer must be able to demonstrate that such data were collected for legitimate business purposes. Such information should be kept separate from the regular permanent employee records to insure that it is not used to discriminate in making personnel decisions.

Height and weight

EEOC and the Courts have ruled minimum height and weight requirements to be illegal if they screen out a disproportionate number of minority group individuals (e.g., Spanish-surnamed or Asian Americans) or women, and the employer cannot show that these standards are essential to the safe performance of the job in question.

Marital status, number of children and provision for child care

Questions about marital status, pregnancy, future child-bearing plans, and number and age of children are frequently used to discriminate against women and may be a violation of Title VII if used to deny or limit employment opportunities for female applicants. Employers are cautioned against use of such non-job-related questions. Information

needed for tax, insurance or Social Security purposes may be obtained after employment.

It is a violation of Title VII for employers to require pre-employment information about child-care arrangements from female applicants only. The United States Supreme Court has ruled that an employer may not have different hiring policies for men and women with pre-school children.

Educational requirements

The United Supreme Court has found an employer's requirement of a high school education discriminatory where statistics showed such a requirement operated to disquality blacks at a substantially higher rate than whites and there was no evidence that the requirement was significantly related to successful job performance. This standard applies to all groups protected under Title VII and is relevant to all questions relating to educational attainment, where no direct job-related requirement or business necessity can be proven.

English language skill

Testing or scoring an individual in English language proficiency when English language skill is not a requirement of the work to be performed obviously has a disparate effect upon certain minority groups and is a violation of Title VII.

Friends or relatives working for the employer

Information about friends or relatives working for an employer is not relevant to an applicant's competence. Requesting such information may be unlawful if it indicates a preference for friends or relatives of present employees and the composition of the present workforce is such that this preference would reduce or eliminate opportunities for women or minority group members. However, a "nepotism" policy which prohibits or limits employment opportunity of a spouse or other relative may also be illegal if it has an adverse impact on job opportunities for either women or men as a group.

Arrest records

Because members of some minority groups are arrested substantially more often than whites in proportion to their numbers in the population, making personnel decisions on the basis of arrest records involving no subsequent convictions has a disproportionate effect on the employment opportunities of members of these groups. The Courts and the Commission accordingly have held that without proof of business necessity an employer's use of arrest records to disqualify job applicants is unlawful discrimination. EEOC has ruled that even if an employer does not consider arrest information, the mere request for such information tends to discourage minority applicants and is therefore illegal.

Conviction records

Federal Courts have held that a conviction for a felony or misdemeanor may not by itself lawfully constitute an absolute bar to employment, but that an employer may give fair consideration to the relationship between a conviction and the applicant's fitness for a particular job. These decisions indicate that conviction records should be cause for rejection only if their number, nature and recentness would cause the applicant to be unsuitable for the position. If such inquiries are made, they should be accompanied by a statement that a conviction record will not necessarily be a bar to employment, and that factors such as age and time of the offense, seriousness and nature of the violation, and rehabilitation will be taken into account.

Discharge from military service

Employers should not, as a matter of policy, reject applicants with less than honorable discharges from military service. According to a Department of Defense study, minority service members receive a higher proportion of general and undesirable discharges than non-minority members of similar aptitude and education. Thus, an employer's requirement that to be eligible for employment, ex-members of the armed services must have been honorable discharged has a disparate effect upon minorities and may be a violation of Title VII.

One Federal District Court has held that an employer may inquire into an applicant's military service record if information regarding discharge status is used not in making a hiring decision but in deciding whether further investigations should be made into the applicant's background and qualifications. If further inquiry reveals non-discriminatory grounds for denying employment, the employer may then refuse to hire the applicant.

Since a request for this information may discourage minority workers from applying and therefore be grounds for a discrimination charge, employers should avoid such questions unless "business necessity" can be shown. As in the case of conviction records discussed above, questions regarding military service should be accompanied by a statement that a dishonorable or general discharge is not an absolute bar to employment and that other factors will affect a final decision to hire or not to hire.

Age

The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are between 40 and 65 years of age. The Wage and Hour Division of the United States Department of Labor, which administers the Act, says, "...because the request that an applicant state his age may tend to deter older applicants or otherwise indicate a discrimination based on age, employment application forms which request such information...will be closely scrutinized to assure that the request is for a permissible purpose and

not for purposes proscribed by the statue." For further information on age discrimination, contact:

Employment Standards Administration
Wage and Hour Division
U.S. Department of Labor
Washington, D.C. 20210

Citizenship

The EEOC Guidelines on Discrimination Because of National Origin indicate that consideration of an applicant's citizenship may constitute evidence of discrimination on the basis of national origin.

The law clearly protects all individuals, both citizens and non-citizens domiciled or residing in the United States, against discrimination on the basis of race, color, religion, sex or national origin.

Where consideration of citizenship has the purpose or effect of discriminating against persons of a particular national origin, a person who is a lawfully immigrated alien, legally eligible to work, may not be discriminated against on the basis of his/her citizenship, except in the interests of national security or determined under a United States Statute or Presidential Executive Order respecting the particular position or premises in question.

Where states have enacted laws prohibiting the employment of non-citizens, they are in conflict with and therefore are superceded by Title VII of the Civil Rights Act of 1964, as amended, if they have the purpose or effect of discriminating on the basis of national origin.

The United States Supreme Court has found that a state civil service law which restricted state employment to United States citizens was unconstitutional and a denial of equal protection and benefit of the laws. A flat ban on employment of aliens without regard to the type of position or to the characteristics of the applicant involved was not justifiable on grounds of public interest.

Economic status

Rejection of applicants because of poor credit ratings has a disparate impact on minority groups and hence has been found unlawful by the Commission, unless business necessity can be shown. Inquiries as to an applicant's financial status, such as bankruptcy, car ownership, rental or ownership of a house, length of residence at an address, or past garnishment of wages, if utilized to make employment decisions, may likewise violate Title VII.

Availability for work on weekends or holidays

While questions relating to availability for work on Friday evenings, Saturdays, Sundays or holidays are not automatically considered

violations of the law, employers and unions have an obligation to accommodate the religious beliefs of employees and/or applicants, unless to do so would cause undue economic hardship. If such questions are asked, it is advisable to indicate that reasonable efforts will be made to accommodate employees' religious needs.

Data Required for Legitimate Business Purposes

Data on such matters as marital status, number and age of children, and similar issues, which could be used in a discriminatory manner in making employment decisions but which are necessary for insurance, reporting requirements or other business purposes, can and should be obtained after a person has been employed, not by means of an application form or pre-employment interview.

• • •

It is reasonable to assume that all questions on an application form or in a pre-employment interview are for some purpose and that selection or hiring decisions are made on the basis of the answers given. In an investigation of charges of discrimination, the burden of proof is on the employer to show that answers to all questions on application forms or in oral interviews are not used in making hiring and placement decisions in a discriminatory manner prohibited by the law.

To seek information other than that which is essential to effectively evaluate a person's qualifications for employment is to make oneself vulverable to charges of discrimination and consequent legal proceedings.

It is therefore in an employer's own self-interest to carefully review all procedures used in screening applicants for employment, eliminating or altering any not justified by business necessity.

Assistance in planning equal employment programs or further information may be obtained by contacting the appropriate EEOC Regional Office or:

Educational Programs Branch
United States Equal Employment Opportunity Commission
2401 E Street, N.W., Room 4295
Washington, D.C. 20506

• • •

This pamphlet reflects equal employment opportunity law at the time of its publication. As the law is continually evolving through court and EEOC decisions, persons needing legal advice should consult an attorney.

APPENDIX 3

COMMUNITY INFORMATION NEEDS ASSESSMENT

Sample Timetable

1. First quarter:

   a. Establish meeting times for planning advisory committee.

   b. Outline staff responsibilities for conducting community information needs assessment.

   c. Determine available financial resources.

   d. Examine and discuss existing community analysis information.

   e. Initiate meetings with community organizations and leaders to discuss objectives of the information needs assessment.

   f. Prioritize population groups to be focused upon the needs assessment.

2. Second quarter:

   a. Select data gathering instrument which will be most appropriate to ethnic community surveyed to maximize response rate (e.g., mail questionnaire, personal interview).

   b. Select sample design plan (e.g., quota sample, purposive sample or random sample).

   c. Decide question format and sequence (e.g., closed or open-ended).

   d. Construct specific questions to be included in the instrument.

   e. Select and train personnel (e.g., volunteers or professional questionnaire supervisors or interviewers).

3. Third quarter:

   a. Pre-test instrument and revise accordingly.

   b. Conduct final data gathering.

   c. Verify a percentage of the responses for accuracy.

   d. Preparation of the data for possible coding and editing prior to analysis.

   e. Specify statistical techniques and data analysis programs.

4. Fourth quarter:

a. Analyze data according to prior plan.

b. Interpret data and discuss funding with planning advisory committee.

c. Write the final report, emphasizing implications of data in relation to the library's policies and programs.

d. Discuss recommendations with planning advisory committee.

e. Evaluate the community analysis process.

f. Develop guidelines for updating the community profile in succeeding analyses.

APPENDIX 4

ETHNIC MATERIALS HOLDINGS

Library: Date:

Adult fiction.....	Cataloged:		
	Uncataloged: (P.A.)		TOTAL:
Adult non-fiction.....	000:		
	100:		
	200:		
	300:		
	400:		
	500:		
	600:		
	700:		
	800:		
	900:		
	Reference :		TOTAL:
Adult magazines (subscriptions).....	:		
Adult records.....	:		
Adult films.....	:		

Juvenile fiction.....	:	TOTAL:
Juvenile non-fiction.....	000:	
	100:	
	200:	
	300:	
	400:	
	500:	
	600:	
	700:	
	800:	
	900:	
	Reference :	TOTAL:
Juvenile magazines (subscriptions).....	:	
Juvenile records.....	:	
Juvenile films.....	:	
		GRAND TOTAL:

APPENDIX 5

RECOMMENDED ETHNIC BIBLIOGRAPHIES

MULTI-ETHNIC

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APPENDIX 6

ETHNIC MATERIALS CIRCULATION SURVEY

		Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Total
Adult Fiction	Cataloged								
	Uncataloged (P.A.)								
ADULT NON-FICTION	000								
	100								
	200								
	300								
	400								
	500								
	600								
	610								
	620								
	630								
	640								
	650								
	660								
	670								
	680								
	690								
	700								
	780								
	790								
	800								
	810								
	820								
	860								
	900								
	920								
	930								
	940								
	950								
	960								
	970								
	980								

Week: 19__

Library:

ETHNIC MATERIALS CIRCULATION SURVEY

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Total
Adult Magazines								
Adult Records								
Adult Films								
Juvenile Fiction J								
Juvenile Fiction EB								
Juvenile Non Fiction 100								
Juvenile Non Fiction 200								
Juvenile Non Fiction 300								
Juvenile Non Fiction 400								
Juvenile Non Fiction 500								
Juvenile Non Fiction 600								
Juvenile Non Fiction 700								
Juvenile Non Fiction 800								
Juvenile Non Fiction 900								
Juvenile Magazines								
Juvenile Records								
Juvenile Films								

Week: 19__

Library:

APPENDIX 7

TEN QUICK WAYS TO ANALYZE CHILDREN'S BOOKS FOR RACISM

Council on Interracial Books for Children

1. Check the Illustrations

Look for stereotypes: A stereotype is an oversimplified generalization about a particular group, race or sex, which usually carries derogatory implications.

Of Chicanos, the sombrero-wearing peon or fiesta-loving, macho bandito.

Look for tokenism: If there are non-white characters in the illustrations, do they look just like whites except for being tinted or colored in?

Do all minority faces look stereotypically alike, or are they depicted as genuine individuals with distinctive features?

Who is doing what? Do the illustrations depict minorities in subservient and passive roles or in leadership and active roles?

2. Check the Story Line

Standard for success: Does it take "white" behavior standards for a minority person to "get ahead"?

Is making it in the dominant white society projected as the only ideal?

To gain acceptance and approval, do non-white persons have to exhibit extraordinary qualities--excel in sports, get A's, etc.?

In friendships between white and non-white children, is it the non-white who does most of the understanding and forgiving?

Resolution of problems: How are problems presented, conceived and resolved in the story?

Are minority people considered to be the "problem"?

Are the oppressions faced by minorities and women represented as casually related to an unjust society?

Are the reasons for poverty and oppression explained, or are they accepted as inevitable?

Does the story line encourage passive acceptance or active resistance?

Is a particular problem that is faced by a minority person resolved through the benevolent intervention of a white person?

3. Look at Lifestyles

Are minority persons and their setting depicted in such a way that they contrast unfavorably with the unstated norm of white middle-class suburbia?

If the minority group in question is depicted as "different," are negative value judgments implied?

Are minorities depicted exclusively in ghettoes, barrios or migrant camps?

If the illustrations and text attempt to depict another culture, do they go beyond over-simplifications and offer genuine insights into another lifestyle?

Watch for instances of the "quaint-natives-in-costume" syndrome (most noticeable in areas like costume and custom, but extending to behavior and personality traits as well).

4. Weigh the Relationships Between People

Do the whites in the story possess the power, take the leadership, and make the important decisions?

Do non-whites and females function in essentially supporting roles?

How are family relationships depicted?

In Hispanic families, are there always lots and lots of children?

If the family is separated, are societal conditions--unemployment, poverty--cited among the reasons for the separation?

5. Note the Heroes and Heroines

For many years, books showed only "safe" minority heroes and heroines--those who avoided serious conflict with the white establishment of their time.

Minority groups today are insisting on the right to define their own heroes and heroines based on their own concepts and struggles for justice.

When minority heroes and heroines do appear, are they admired for the same qualities that have made white heroes and heroines famous or because what they have done has benefited white people?

Ask this question: *Whose interest is a particular figure really serving?*

6. Consider the Effects on a Child's Self-image

Are norms established which limit the child's aspirations and self-concepts?

In a particular story, is there one or more persons with whom a minority child can readily identify to a positive and constructive end?

7. Consider the Author's and/or Illustrator's Background

Analyze the biographical material on the jacket flap or the back of the book.

If a story deals with a minority theme, what qualifies the author or illustrator to deal with the subject?

If the author and illustrator are not members of the minority being written about, is there anything in their background that would specifically recommend them as the creators of this book?

8. Check Out the Author's Perspective

No author can be wholly objective.

All authors write out of a cultural as well as a personal contact.

Children's books in the past have traditionally come from authors who are white and who are members of the middle class, with one result being that a single ethnocentric perspective has dominated American children's literature.

With the book in question, look carefully to determine whether the direction of the author's perspective substantially weakens or strengthens the value of his/her written work.

Are omissions and distortions central to the overall character or "message" of the book?

9. Watch for Loaded Words

A word is loaded when it has insulting overtones.

Examples of loaded adjectives (usually racist) are:

savage	superstitious	crafty
primitive	treacherous	backward
conniving	wily	docile
lazy	inscrutable	

10. Look at the Copyright Date

Books on minority themes--usually hastily conceived--suddenly began appearing in the mid-60's.

There followed a growing number of "minority experience" books to meet the new market demand, but most of these were still written by white authors, edited by white editors and published by white publishers.

They therefore reflected a white point of view.

Only very recently, in the late 1960's and early 1970's has the children's book world begun to even remotely reflect the realities of the Chicano community.

The copyright dates, therefore, can be a clue to how likely the book is to be overtly racist, although a recent copyright date, of course, is no guarantee of a book's relevance or sensitivity.

The copyright date only means the year the book was published.

The time lag of usually a minimum of one year and often much more before a work is published meant very little in the past, but in a time of rapid change and changing consciousness, when children's book publishing is attempting to be "relevant" it is becoming increasingly significant.

APPENDIX 8

FIESTA CHECKLIST

PROGRAM TITLE:

DATE: TIME LOCATION:

3 MONTHS AHEAD	PERSON RESPONSIBLE	DATE DUE	COM-PLETED
Staff meeting to begin planning			
Program outline			
Extra staff needed? Schedule			
Posters - how many, tentative copy, printed?			
Flyers - how many, tentative copy, printed?			
Nametags?			
Films? - if so, book titles, screen & projector			
Land use arrangements, if not held at library --letter to city council, Parks & Rec, etc.			
Additional money or facilities needed? Get co-sponsor, such as community college, Parks & Rec.			
Program			
Contact entertainer, M.C.			
Contact groups for booths			
Musicians' Union - send letter			
Displays related to fiesta			
Library displays - book			
Contact community for display items			
Publicity			
Posters - turn in copy to artist			
Flyers - turn in copy to artist			

FIESTA CHECKLIST	PERSON RESPONSIBLE	DATE DUE	COM-PLETED
2 MONTHS AHEAD			
Staff meeting			
Meet with community groups, if they are involved in total planning			
Support services - contact county or city departments or other support agencies			
Electricity needed? - generator			
Stage & extension cords			
PA system - large			
Trash containers			
Portable toilets			
Extra chairs, tables			
Booths			
Involve other library departments			
Audio-visual (videotaping, record player, tape player			
Children's (puppet show, etc.)			
Other			
Posters - send copy out for printing			
1 MONTH AHEAD			
Staff meeting			
Press release			
Public service announcements			
Invitations - sent to whom, format			
Notify police or sheriff Block off road? Cones or sawhorses needed?			
Draw up map of area, noting location of booths; send to groups along with written reminders			
Run off flyers			
Misc. checks - gardener, keys, flags			

FIESTA CHECKLIST	PERSON RESPONSIBLE	DATE DUE	COM-PLETED
3 WEEKS AHEAD			
Posters - put up			
Flyers - distribute to agencies, schools, etc.			
Flyers & invitations - mail			
Staff meeting - include extra staff			
Desk schedules, if in library			
Library booth or table			
Gather material for display			
Schedule staff			
Assign photographer			
Pinata			
Clean-up equipment			
2 WEEKS AHEAD			
Decorate library			
Meet with community groups to answer last minute questions			
1 WEEK AHEAD			
Staff meeting - last minute check			
Reconfirm all arrangements with agencies, groups, etc. by phone			
1 WEEK AFTER			
Send thank you notes			
Evaluation meeting			

FIESTA CHECKLIST	PERSON RESPONSIBLE	COM-PLETED

DAY OF PROGRAM

Set up chairs

Set up booths

Set up tables

Set up audio-visual equipment

Run films

Check generator

Decorate stage (incl. flags)

Set up P.A. system

Set up library booth or table

Supervise groups in booths

Organize entertainers

Pinata

Clean-up

Return borrowed equipment

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Don Fuller, Chairperson

FISCAL AGENT

Alameda County Library
Barbara Gray Boyd, County Librarian

CALIFORNIA ETHNIC SERVICES TASK FORCE
PROJECT OFFICE

Roberto G. Trujillo
Chairperson

Patricia Richardson
Administrative Assistant

Beth Knapp
Clerk Typist

The California Ethnic Services Task Force
is funded by the
California State Library
with
Library Services & Construction Act Funds

Ethel S. Crockett
California State Librarian

1978 CALIFORNIA ETHNIC SERVICES TASK FORCE MEMBERS

Laura A. Bareno, Coordinator
Services to the Spanish-speaking
San Diego County Library

Rafaela Castro
Reference/Circulation Librarian
College Library
Contra Costa Community College

Barbara H. Clark
Principal Librarian
Mobile Services
Los Angeles Public Library

Eleanor Crary, Head
Technical Services
Alameda County Library

Nelly Fernandez
Supervising Librarian
San Lorenzo Branch
Alameda County Library

Vivian Kobayashi, Ref. Librarian
Bay Area Reference Center
San Francisco Public Library

Dr. Cheryl Metoyer, Asst. Prof.
Graduate School of Library &
Information Science
UC, Los Angeles

Anita Peterson, Librarian
Service to the Spanish-speaking
Inglewood Public Library

Hilda Prieto
Ethnic Materials Coordinator
Los Angeles County Public Library

Oscar L. Sims, Assoc. Librn.
Social Sciences Bibliographer
Research Library
UC, Los Angeles

Rita Torres, Librarian
Biblioteca Latinoamericana
San Jose Public Library

Roberto G. Trujillo, Ref. Librn.
Coleccion Tloque Nahuaque
University Library
UC, Santa Barbara

Anita Vejar
Outreach Librarian
Tulare County Library

Gwendolyn Weaver
Sales Specialist
Brodart, Inc.

Irene Yeh
Chinese Librarians Association
San Francisco, California

ALTERNATES

Jacqueline Freeman
Children's Librarian
Altadena Library District

Kamala Korzdorfer, Head
Technical Services
Palm Springs Public Library

1979 CALIFORNIA ETHNIC SERVICES TASK FORCE MEMBERS

Laura A. Bareno
Services to the Spanish-speaking
San Diego County Library

Josef Benson
Juvenile Hall Library
Los Angeles, California

Rafaela Castro
Reference/Circulation Librarian
College Library
Contra Costa Community College

Eleanor Crary
Technical Services
Alameda County Library

James Crayton
Library Resources Advisor
Pasadena City College

Edith Fisher
Ethnic Studies Librarian
University Libraries
UC, San Diego

Roberto G. Trujillo
Chicano Studies Collection
University Library
UC, Santa Barbara

Vivian Kobayashi
Bay Area Reference Center
San Francisco Public Library

Sylva Manoogian
Foreign Languages Department
Los Angeles Public Library

Anita Peterson
Services to the Spanish Speaking
Inglewood Public Library

Kamala Stillwell
Technical Services
Palm Springs Public Library

Patricia Tarin
Regional Audio-visual Librarian
West County Region Headquarter
Los Angeles County Public Library

Rita Torres
San Jose Public Library

Elsie Wong
Richmond Branch Library
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Director
Indian Action Council Library
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